



**THE APPLICATION OF DIRECT ACTIVITIES RELATED TO TEXTs (DARTs)
TECHNIQUE IN IMPROVING STUDENTS' ACHIEVEMENT IN REPORT
TEXT WRITING AT ELEVENTH GRADE OF MAS PAB 1 SAMPALI**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training of UIN-SU
Medan as a Partial Fulfillment of the Requirements for the Degree of
S-I program*

By:

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FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATES ISLAMIC UNIVERSITY OF

NORTH SUMATERA

MEDAN

2017



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University of North Sumatra (UIN-SU) in Partial Fulfillment of the
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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqasahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wasalam,

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SURAT PENGESAHAN

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 24 Juli 2017

Yang Membuat Pernyataan



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ABSTRACT

SAFITRI AMELGA, THE APPLICATION OF DIRECT ACTIVITIES RELATED TO TEXTs (DARTs) TECHNIQUE IN IMPROVING STUDENTS' ACHIEVEMENT IN REPORT TEXT WRITING AT ELEVENTH GRADE OF MAS PAB 1 SAMPALI

Thesis, Medan: TarbiyahFaculty UINSU of North Sumatera, Medan 2017.

This research has a purpose to improve the students' achievement in report text writing by using Direct Activities Related to Texts (DARTs) technique in the XI grade at MAS PAB 1 SAMPALI, Medan. The subject of this research consisted of 30 students of XI IPA 2. The method used in this research was classroom action research. The research conducted in two cycle, every cycle consist of two meetings. The research was conducted following: Planning, action, observation, and reflection. This research used quantitative and qualitative data. In the quantitative data, it was used pre-test and post-test. For the qualitative data, it was used diary notes, observation sheet, questionnaire sheet and documentation. The result of this research showed that there was increasing of students achievement in report text writing. The passing grade of English lesson was 75 (seventy-five). The mean of the pre-test was 49.2. The mean of the post-test I was 67.9. The mean of post-test II was 77.57 it was indicated that the secores and the mean in post-test II were better than pre-test and post-test I. The percentage of students who got point 75 or more also grew up. In the pre-test, students who got point 75 or more there were 2 of students (6.67%). In the post-test I, students who got point 75 or more there were 11 of students (36.67%). In the post-test II, students who got point 75 or more there were 26 of student (86.67%). From the pre-test, post-test I and post-test II, the percentage of students who got point 75 or more was increasing. Second, related to observation sheet and questionnaire sheet result showed that the students more active and enjoy in learning report text writing by using Direct Activities Related to Texts (DARTs) technique.

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I know that this skripsi is still far from complete. So, I would be pleasure to accept some critics annd advices for this skripsi. Finally I hope this skripsi would be useful for the readers.

Medan, Juni 2017

Researcher

Safitri Amelga

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CHAPTER I

INTRODUCTION

A. The Background of The Study

English is known as a foreign language or second language that plays an important part especially in education lives. Event at present, it is considered that English has a great role in teaching learning process. Indonesia is one of the countries which is aware of the importance of English in its education affair. Even Indonesia puts English as one of required subject taht students should pass in the National Examinatio. As a result, many school in Indonesia put a serious attention on English. In the study of English, students should master the four language skill namely listening, writing, speaking and reading. Mastering the four language skills can increase students' ability in using English.

Writing is one form of communication, in the reason of using language. Through writing people can express their experiences, events and social indentities. One might suggest that the characteristic property of writing is not that it communicates specific ideas but that it communicates ideas in a conventional manner.¹ Writing is a skill that very difficult to be mastered. It is due to several aspects which should be mastered, such as vocabulary, grammar, and the ability to arrange the coherence and cohesive idea.²

¹Goeffrey Sampson, (1985), *Writing Systems : A Linguistic Introduction*, California : Stanford University Press, hal. 26

²James M. McCrimmon, (1973), *Writing With A Purpose*, Boston: Houghton Mifflin Company

Based on the Education Unit Curriculum of Senior High School, students at grade XI (Eleven) should be able to understand some kinds of writing text, such as expository, descriptive, persuasive, narrative and report texts. Report text is a text that consists of an organized factual record of event or classification and description of one or many things. It can be related to the present day or based around something from the past. Actually this is very interesting activity to master.

In reality students had problems in writing, especially in writing report text. They had low values in writing report text. It was caused by some cases such as, some of students were bored in teaching learning process, and they prefer to talk to their friends than listening to the teacher explained about report text. They thought that to understand the material it is so difficult because they have some problems such: no idea to write, limited vocabulary, difficulty in grammar and language features, no motivation, and difficulty in arrange sentences. The students are not able to compose their thought and ideas because they have limited number of words and also they often make mistake when they are arranged the sentences and write the words. Moreover, they do not develop their ability by making the writing as a habit because according to them writing is not necessary and it was needed in examination only. To overcome all of the problems, the application of teaching technique it is very important.

In this study, the writer chooses Direct Activities Related to Texts (DARTs) technique to overcome the problems. Direct Activities Related to

Texts (DARTs) is a technique which gets students' interaction with texts. Direct Activities Related to Texts (DARTs) is extremely useful and gives student a sense of achievement. It helps student to understand the generic structure of the texts. It is important to start any work and understanding text with some types of Direct Activities Related to Texts (DARTs) activity. It can be used at any level and with any kinds of texts. Its means that Direct Activities Related to Texts (DARTs) is very important to be applied to improve students' achievement in writing, especially report text. As the result, the writer wants to improve the students' achievement in writing report text through Direct Activities Related to Texts (DARTs) technique.

From the explanation above, the writer wants to know which this approach is better. That is why the writer wants to conduct this study entitled: **“THE APPLICATION OF DIRECT ACTIVITIES RELATED TO TEXTS (DARTs) TECHNIQUE IN IMPROVING STUDENTS' ACHIEVEMENT IN REPORT TEXT WRITING AT ELEVENTH GRADE OF MASPAB 1 SAMPALI”**

B. The Identification of the Study

1. The students still had difficulties to arrange sentences.
2. The students still had limited vocabulary to support them in writing the text.
3. The students still had difficulties in grammar and language features.
4. The teacher's strategy was not effective in teaching learning process.

C. The Limitation of the Study

To clarify the problem of study, the writer focuses the study on two factors, namely: using Direct Activities Related to Texts (DARTs) as a technique in learning report text writing and improving students' achievement in learning report text writing.

D. The Formulation of the Study

According to background above, the research problem are formulated as the follows:

1. How was the students' achievement in report text writing after being thought by using Direct Activities Related to Texts (DARTs) technique?
2. Is the Direct Activities Related to Texts (DARTs) technique make the students active in language teaching?

E. The Objective of the Study

The objective of the study are:

1. To investigate the students' achievement in report text writing after being thought by using Direct Activities Related to Texts (DARTs) technique.
2. To know the students' activities when they were thought by using Direct Activities Related to Texts (DARTs).

F. The Significance of the Study

of this study are expected to be useful for :

1. For the English teacher, Motivating students to be more creative in applying the various technique in teaching.

2. For the students, motivating students' interest in learning report text so that the students' writing achievement will increase.
3. The next researcher who wants to conduct the same research in writing text and provide reference for further study research, especially in report text writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of a study must be made clear from the start. This is considered important to understand the ideas to be conveyed. Therefore the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, it is very important to discuss so that the reader will get the point clearly.



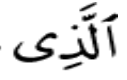
2.1. Definition of Writing

Writing is a phsycological activity of the language user to put information in the written text.³

Writing is the expression of language in the form of letters, symbol, or words.⁴

In holy Al Qur'an, writing also one of the important skills that should be learned. And there is verse that state the existence of writing that be stated in Al-Quran that is:

Surah Al-Alaq: 4-5

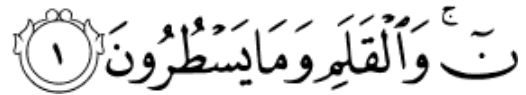
  

³Sanggam Siahaan, (2008), *Issues in Linguistics*. Yogyakarta: Graha Ilmu, P. 215

⁴Utami Dewi, (2013), *How to Write*. Tanjung Rejo Medan: La-Tansa Press, P. 2

The Meaning: He who taught (writing) by the pen. Taught man that which he know not.⁵

Surah Al-Qalam: 1



The meaning: “Nun. By pen and by the (record) which men write.”⁶

From some of the verses above, we can conclude that the people should study to look for the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teach human by using pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of that knowledge is writing.

Writing is procedure or reproduces written messages. It means that writing is one of language skill use hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Writing is one of four language skills. Unlike listening and speaking it is not something which is natural to human. According to Lamb that writing is

⁵Abdullah Yusuf Ali, (2001), *The Meaning of the Holy Qur'an*. United States of America: Amana Publication, P. 1436

⁶*Ibid*, P. 1506

the expression of language in the form of letters, symbols or word. The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences. Writing is communication.⁷ In other words, writing is how do someone knows more about other writer writing what are there in their understanding. On the other side, writing is not merely process of thinking of something to say and selecting words needed to express it. It kind of technique in arranging ideas or information into condensed form from writing. The ideas and thought are informed into paragraph and have a meaning of content. Hyland states that good writing is discovered combination of words, which allows a person the integrity to dominate his subject with a pattern both fresh and origin. In conclusion, writing is a process to put some thoughts into words in meaningful form it is used to express and explain ideas.⁸

Furthermore, in Islamic the writing is also the important skills that should be learnt. The writer is needed to make agreement about Islamic rules. In fact, the writer should have two criterious: the first is fair and the second is to know Islamic rules to make suitable with Islam rules. This based on the verse in Holly Al-Qur'an (Al-Baqarah : 282) that says:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَيْتُمْ بِدَيْنٍ إِلَى أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُبَ

⁷Sydney Lamb, *Language and Reality*, New York: Continuum. 2004. P. 173

⁸Ken Hyland, *Second Language Writing*, New York: Cambridge University Press. 2003. P. 23

بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا
عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ...

The meaning: “O you who have believed! When you deal with each other, in transactions involving future obligations in a fixed period of time, reduce them to writing; let a scribe write down faithfully as between the parties; let not the scribe refuse to write: as Allah has taught him, so let him write..”.⁹

2.2.The Writing Process

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to write and that these stages are fluid and overlapping identifies two kinds of writing in the EFL classroom, namely “Writing for Learning”, which includes pre-writing, drafting, revisions and editing, and “writing for display” such as examination writing.

a. Pre- writing

Pre writing is a planning out what is going to write. It is an essential step in the writing process and should account for 70 percent of the writing time. Research indicates that skilled writers

⁹*Ibid*, Abdullah Yusuf Ali. P. 117

spend significantly more time organizing and planing what they are going to write. Students spend little time to thinking and planning how to express their thoughts before writing down and therefore are not accessing information and ideas that could possibly enhance their writing.

b. Drafting and Writing

Drafting and Writing is a phase where students actually write and refine their ideas in a composition. Students are “encourage to get their words and ideas on paper attempt to spell whatever words they want to use”. Students often write on every other line of their papers and convention such as sentence structure, punctuation, capitalization, and spelling are not stressed during this phase. An important component to the writing process is its recursive nature, which allows writers to revise what they are writing, but also revise their goals and plans for writing. This process allows writers to take into account new ideas and thoughts and to have opportunity to incorporate it into their writing.

c. Sharing and Responding

When the product of writing is finish, they cand shared to the reader. The reader will read and respond them in order to help the writer improve his or her writing. In a classrom, the teacher can check the product of writing done by the the students, give some responds, and revises the mistake.

d. Revising and Editing

In a writing process, some errors might be done by writer, like the wrong decisions and ungrammatically correct sentences. Therefore, revision and editing are needed in order to improve one's writing skill. The writer can revise the content of his writing and reorganize the text. The final result of the writing will be better than the first writing. It gives students an opportunity to take a second look. It is important that teachers understand the wide range of writing activity that falls within the general topic of revising. In some cases, revising might mean beginning a whole new draft, especially if writing the first draft has led the students in a new direction or given the student a new idea. In other case, revising can mean refining the content, the organization students how to revise. They also can share their work with others and invite classmates to ask questions about the parts they want to know more about.

2.3.Genre

According to Gerot and Wignel. Genre is one of the most important and influential concepts in language. A genre can be defined as a culturally specific text, type which results from using language (written or spoken) to help accomplish something, there are some kinds of genre such as spoof,

recount, exposition, news item, anecdote, narrative, procedure, description, explanation, discussion, review, report.¹⁰

Since report text is the focus of the thesis for further and detailed information about report text will be explained:

1. Report Text

A report is a text that consists of an organized factual record of events or classification and description of one or many things. It can be related to present day or based around something from the past. Report means a text which describe specific thing. Gerot and Wignell state that report text is a text which functions to describe the way things are, with reference to arrange natural, manmade and social phenomena in our environment. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.¹¹

According to Creme and Lea. Report text generally has three main functions. They are to explain why something is done, to describe how it is done and to summarize and conclude the outcome of a particular action, or set of action.¹²

¹⁰Linda Gerot and Wignell, (1994), *Making Sense of Functional Grammar*. Cammeray: Antipodena Education Enterprise, P. 190-219

¹¹Linda Gerot and Wignell, (1994), *Making Sense of Functional Grammar*. Cammeray: Antipodena Education Enterprise, P. 196-197

¹²Phyllis Creme and Mary R. Lea, (2008), *Writing at University*. A guide for students. Third Edition. New York: Open University Press, P. 185

2. Generic Structure of Report Text

Gerot and Wignell, generic structure of report text:¹³

1. General Clasification: Stating classification or general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: describing the thing which will be discussed in detail, part by part, customs or deed for living creature and usage for materials.

3. Language Features of Report Text

Gerot and Wignell, language features of Report text:¹⁴

1. Introducing group or general aspect
2. Using of Relation Processes
3. Using conditional logical connection; when, so, etc
4. Using simple present tense (unles extinct)
5. No temporal sequence.

Example of Report Text:

Pandas are extremely rare, bear like animals that inhabit the snowy regions of central China. There are two kinds of pandas --- the giant panda and red panda, also called the lesser panda. The giant panda, with its distinctive black and white markings, is the more familiar of the two. Giant pandas and

¹³ *Ibid*, Linda Gerot and wignell. P. 194

¹⁴ *Opcit*, P. 196-197

red pandas belong to their own separate animal family, the Ailuropodidea. Their closet living relatives are the bears.

Most Giant pandas start life at the surprisingly small weight of 4 ounces (104 grams), about the size of a stick of butter. This tiny infant grows into an adult weighing between 180 and 270 pounds (80 and 120 kilograms). Adult giant pandas have coarse black and white fur, small black ears, and large black eye patches that give them their unique appeal.

Table Example of Report Text

Text Organization	Pandas are extremel rare,	<u>Language Features</u>
General Classification	<u>bearlike animals</u> that inhabit the snowy regions of central China.	1. Technical term
Description	There <u>are</u> two kinds of	<i>bearlike</i>
Parts	pandas— the giant panda	<i>animals</i>
Qualities	and the red panda, also	<u>Description.</u>
Habit/behaviors	called the lesser panda. The giant panda, with its distinctive black and white markings, is the more familiar of the two. Giant pandas and red pandas	1. “Timeless” present tense
		2. Relation

	<p><u>belong to</u> their own separate animal family, the Ailuropod idea. Their closet living relatives are the <u>bears</u>.</p> <p><u>Most</u> Giant pandas <u>start</u> life at the surprisingly small weight of 4 ounces (104 grams), about the size of a stick of butter. This tiny infant grows into an adult weighing between 180 and 270 pounds (80 and 120 kilograms). Adult giant pandas have coarse black and white fur, small black ears, and large black eye patches that give them their unique appeal.</p>	<p>(linking verbs)</p> <p>3. General participants (Bears)</p> <p>4. Quantifiers most (most)</p> <p>5. Action verb (start)</p>
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4. The Assessment of Writing Skill in Report Text

To know students' ability in writing, there are some criteria that must be considered. The skill of writing includes five general components or main areas such as the following:

1. Content: the ability to think creatively and to develop thought including all of the relevant to assigned topics

Table of Content

Level	Criteria
27-30	EXCELENT TO VERY GOOD: knowledge, substantive, through development of thesis, relevant to assigned topic.
22-26	GOOD TO AVERAGE: some knowledge of subject- adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
17-21	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
13-16	VERY POOR: does not show knowledge of subject, non- substantive, not enough to evaluate.

2. Organization: The ability to write the word correct and appropriate manner for a particular purpose with a particular

audience in mind, together with ability to select, to organize and other relevant information.

Table of Organization

Level	Criteria
18-20	EXCELENT TO VERY GOOD: fluent expression, ideas clealy stated / supported, succinct, well organized, logical sequencing, cohesive.
14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized that but main idea stand out, limited supports, logiacal but incomplete sequencing
10-13	FAIR TO POOR: non fluent, ideas confused or disconnected, lacks logical sequencing and development
7-9	VERY POOR: does not communicative, no organization or not enough to evaluate.

3. Vocabulary: The ability to write the word effectively and to appropriate register

Table of Vocabulary

Level	Criteria
18-20	EXCELENT TO VERY GOOD: sophisticated range,effective / idioms, choice and usage, word from

	mastery and appropriate register.
14-17	GOOD TO AVERAGE: adequate range, occasional errors of words / idiom forms, choice, usage but meaning not obscured.
10-13	FAIR TO POOR: limited range, frequent errors of idiom/word, choice and usage, meaning confused or absured.
7-9	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to be evaluate.

4. Language use: The ability to write correct and appropriate sentence.

Table of Language use

Level	Criteria
22-25	EXECELENT TO VERY GOOD: effective, complex construction, few errors of arrangement, pronouns, prepositions.
18-21	GOOD TO AVERAGE: effective but simple constuction, several errors of agreement, tens, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.

11-17	FAIR TO POOR: major problem in simple / complex construction, frequent errors of negation, agreement, tense, number, word order / functions, articles, pronouns, preposition and / fragments, run-ons, deletion, meaning confused or obscured.
5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.

5. Mechanical skill: The ability to use correctly those conventions peculiar to write language, e.g.; punctuation, spelling.

Table of Mechanical skill

Level	Criteria
5	EXCELENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused not obscured

2	VERY POOR: no mastery of convention, Dominated by errors of spelling, punctuation, capitalization, paragraphing, and hand writing is illegible or not enough to be evaluated.
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2.4. Definition of Directed Activities Related to Texts (DARTs)

Technique

Brown states that technique is any of a wide varieties of exercise, activity, or task used in the language classroom for realizing lesson objectives. An approach as the first level is followed by a method that in turn is followed by technique.¹⁵

The word “technique” should not be confused with the word “approach” or “method”. Technique is the way and mean adopted toward an objective by the teacher to direct and learner’s activities. In fact, technique is a kind of strategy to make a lesson more understandable to the students.

In the nature of language, teaching technique is the main point that should be owned and played by the teacher as long as they got motivated in developing students’ ability in mastery the language. In other words, a technique is very useful to be applied in the classroom, so that the teaching process is facilitated.

Directed Activities Related Texts (DARTs) are activities that are designed to challenge pupils to engage with texts. Directed Activities Related Texts

¹⁵H. Douglas Brown, (1982), *Teaching by Principles*. An Interactive Approach to Language Pedagogy. Second Edition. New York: Pearson Education, P. 16

(DARTs) asks the students to read closely and to interpret the information carefully. It can often go beyond the comprehension question, which can sometimes only ask pupils to move information, rather than to understand it. DirectedActivities Related Texts (DARTs) is extremely useful and gives student as sense of achievement. It helps students to understand the generic structure of the texts. It is important to start any work and understanding text with some types of Directed Activities Related Texts (DARTs) activity. It can be used at any level and with many kinds of text.¹⁶

Directed Activities Related to Texts (DARTs) was further classified into two keys area (locating information, reconstructing information) thas used unmodified texts and modified texts.¹⁷

In locating information, the teacher explains to the students about the text through the generic structure by using unmodified text. And the modified text is used by the students in order to locating the information of the text through the generic structure of the text.

Although Directed Activities Related Texts (DARTs) provides students with a way of engaging with text, they do not generally ask the students to consider the grammar of a passage of text because they are more concerned with how information is organized the generic structure of the text and know the content of each generic structure.

¹⁶<http://www.teachingenglish.org.uk/articles/interactig-texts-directed-activities-related-texts-darts>**accessed on Dec 15th 2016**

¹⁷Jerry Wellington, (2003), *Secondary science*. Contemporary issues and practical approaches. New York: Routledge

In reconstructing information, the students are able to make a text based on the generic structure of unmodified text. In modified text, the students are able to reconstruct the information of the text to make a prediction of the text.

2.5. Types of Activity in Directed Activities Related to Texts (DARTs) Technique

Osborne and willington make useful categorization of the different types of activities and analysis activities. Reconstruction activities are activities require students to reconstruct a text that has been jumpled. Analysis activities are activities that require students to find and categorize information by marking or labeling a text or diagram.¹⁸

2.5.1. Reconstruction Activities

There are three steps can be found in the reconstruction activities, namely completing text, sequencing text and predicting text. The procedure of reconstruction activity in Directed Activities Related to Texts (DARTs):

a. Completing Text

Completing text is a process of making complete in a text by fill in missing words, phrases or sentences. In completing the text, the students are asked to complete word, phrase and sentence. And the text that will be used is the same text of unmodified and modified by the teacher.

¹⁸ J. J. Wellington with J. Osborne , (2001), *Language and Literacy in Science Education*, New York: Open University Press, P. 46

b. Sequencing Text

The second steps is sequencing. The students are introduced about the coherent and the cohesive text by telling and training them to arrange the jumled segments of text in a logical time or sequence. In sequencing the text, the students are asked to arrange the jumbled sentences of the text.

2.5.2. Analysis Activity

There are three steps in analysis activity, they are marking text, summarizing and questioning text. All steps of analysis activity use unmodified and modified text. The procedure of each step is almost same as in reconstruction activity. First, the teacher will give the students an unmodified text. Then, the teacher explains the generic structures of the text and asks the students to comprehend explains the generic structures of he text and asks the students to comprehend and understand the text. After that, the teacher gives students modified text and let them to do the step. The text that will be used is different in each step.

Marking text is a process to locate and underline parts of a text representeting certain meaning or information. This activity can provide a frame of key idea or concepts from the passage in order to support writing.

The next step is summarizing, summarizing involves the learner putting only the main ideas from the source material into his/her words as a result of what they have got from the text. This is a useful skill when making notes.

The last step is questioning. Questioning is activity where the teacher gives or develops questions about the text. It supports writing by provides idea for sub- heading and topic sentence in writing to signal to the reader new ideas to follow. Questioning also provides opportunities for sentences construction.

Directed Activities Related to Texts(DARTs) technique can be used to enable students to analyse both their own and people's writing. In situations where students are asked to draft and redraft their writing these strategies may prove particularly useful in suggesting to them where changes necessary. They also help students to understand to understand the importance of order and structure in their writing.

Based on the two activities above, namely reconstruction and analysis activity, the students are guided to be able to write report text writing well.

2.6. The Advantages of Directed Activities Related to Texts (DARTs) Technique

The advantages of Directed Activities Related to Texts (DARTs) in teaching are:

1. They are problem-solving activities and therefore they promote and develop thinking skills.
2. They are often kinaesthetic, as pupils manipulate text, often physically, and so can be adapted to many learning styles.
3. They provide active learning situations, in which pupils collaborate and cooperate to solve problems.

4. They help to internalise learning and so support the subject teacher's aims.
5. Pupils are encouraged to be analytical.
6. Pupils are interacting with text and not practising poor reading skill, if they are weak readers.
7. The work is shared and supportive and so aids the less able.
8. The tasks enable pupils to beyond the literal level of understanding.
9. They provide many ICT opportunities, as pupils manipulate text.
10. They are an excellent way to introduce a new topic or to revise and consolidate a topic at the end of a unit.

2.7. The Disadvantages of Directed Activities Related to Texts (DARTs) Technique

1. This technique will not work if member of the group consists of individuals who know anything.

B. Related Study

Stephani Diah Pamelasari (2007), wrote a thesis "The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science Students". The test result showed that for DI group pre test mean was 67,2 and post test was 70,2 while for Directed Activities Related to Texts(DARTs) group pre test mean was 69 and post test was 78,6. It turned out that Directed Activities Related to Texts (DARTs) proved to be more

effective to improve students' reading comprehension skill than DI. The students also gave positive response for Directed Activities Related to Texts(DARTs), they said that Directed Activities Related to Texts(DARTs) worksheet was more interesting compared to regular reading passage worksheet and they also could do different activity to improve their reading comprehension like sequencing text, completing text and table, labeling, filling the gaps, and so on.

C. Conceptual Framework

Writing is the representation of language in a textual medium through the use of set of sign or symbol, and writing itself occurs in as a chain process, that is a process to put ideas, opinion, and combination of meaningful letters into written form. Through writing people can share ideas or knowledge through the written text to the others, from one generation to the next. Writing gives us ability to record and communicate our experiences and knowledge.

Writing has become an essential skill in learning English since it determines atudents' academic success. In school writing is way of life. Students write in order to succeed in mastering the subject matter. But students face difficulties when assigned to write a report text. Most of them do not interest and passive.

Writing is a difficult activity; it is not only about thinking of something to say, selecting the words and then sharing the idea through written, but it also about developing a lot of ideas, combining the sentences so they can make a

unity, and organizing paragraph by paragraph. There are some reasons which make writing difficult for students. Firstly, writing requires good grammar. Secondly, people are often known to spend less time to write than to listen, to speak even to read. Thirdly, when students of English as foreign language write something, they have big question in mind whether what they write is correct or incorrect. In conclusion, writing is the most difficult skill that learners may face. Writing report text is an important skill to be acquired by the students since it needs observation and analysis before starting to write. Report writing is one of the writing types which describe the way things are, with the reference range of natural or non-natural phenomena or things in the world. The students' ability in writing report text is not same. Some of the students find it hard to write a good report text but the others are not. That's why it is necessary to have a technique in solving the case should be notice in order to improve their achievement, so they can write a good report text.

To improve the students' skill in writing report text Directed Activities Related to Texts (DARTs) can be applied. Directed Activities Related to Texts(DARTs) is a thechnique which gets students' interaction with text. By applying Directed Activities Related to Texts (DARTs) can helps the students in the processing; understanding and drafting of newly presented texts because Directed Activities Related to Texts (DARTs)provide texts before asking students to write something. The students need to do the development of the topic sentences by completing, sequencing and predicting the text intheir

writing through this process. It is hope that the students are able to arrange nouns, phrases or clauses become sentences.

Besides that, by applying Directed Activities Related to Texts (DARTs), it is expected that the teaching and learning process especially in writing become interesting to the students. So the students can increase their understanding by expressing the ideas go from the text into writing.

D. Hypothesis

In this study, the hypothesis is formulated as the following: “the students’ achievement in report text writing can be improved by using Direct Activities Related To Texts (DARTs)

CHAPTER III

RESEARCH METHODOLOGY

A. The Subject of Research

The subject of the research in this study was class XI IPA 2 of MAS PAB 1 SAMPALI Kab. Percut Sei Tuan, consist of 30 students.

B. The Research Design

This research was conducted by applying classroom action research. Classroom action research was applied because it was focus on individual or small group professional practice and it did not concern with making general statement. Furthermore, it also purposed to improve school prastice and at the same time to improve those who try improving the practice and at the same time to improve those who try improving the practices, to combine the research processes habits of thinking, ability to work harmoniously with other and professional spirit. Therefore, to see the improvement of students' achivement in report text writing through Directed Activities Related to Texts (DARTs) technique, the research was applied by the writer at certain number of cycles.

C. The Instrument for Data collention

In collecting data, the researcher used:

1. Test in writing form.

The test is an instrument or procedure used to determine or measure something in the atmosphere, by the way and the rules that have been determined.¹⁹

In the first meeting, the teacher would give pre-test to the students to know their writing ability, problem in writing and their attitude toward English lesson. The researcher gives one topic as the pre-test to know ability in report text. The time allocated was 15 minutes. After that, for the next meeting of researchers provides post-test to students is to develop a topic that has specified in the form of a report text with the allocation of the time of 20 minutes.

2. Observation sheets that used to identify all condition that happens during the teaching learning process including teachers, students, and the context of situation that was done by the collaborator.
3. Diary or field notes of personal records are usually done by the researcher itself that will write up daily. The diary notes were analyzed in order to know the all things that evaluation contained the personal writer about the running class or in teaching learning process.
4. Questionnaire sheet, a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.
5. Documentation, the form of photograph or images to show the activities for teaching and learning in the classroom. Researchers used a digital camera for taking pictures and asking for help researchers to one teacher to take a picture of the teaching and learning activities.

¹⁹Suharsimi Arikunto, (2009), *Dasar-Dasar Evaluasi Pendidikan*, Jakarta : Bumi Aksara, p. 53.

D. The Procedure of Research

Before doing the research procedure, one team administration of observation was chosen. The orientation identified the basic knowledge of students about writing report text in the school got from observation. The procedure of the study were conducted within two cycles. Each cycle was done in three meeting; so there were six meetings were done in the action research. Each meeting included four stages namely planning, action, obsevation, and reflection.

1. Cycle I

Before conducted the research of teaching report text by applying DARSTs technique a test was given as a prior knowledge of the students' in writing report text and to observe in writing process were identified.

a. Planning

After getting the data of the background needed, the planning was made. Planning is the arrangement for doing something. The arrangement included:

- 1) The lesson plan, the material (report text and question related to comprehension the text), the observation sheet, interview sheet and media was prepared.
- 2) Preparing and making media that were needed when doing the scenario of researching learning.
- 3) Preparing the texts in the cycle.
- 4) Making pre-text as the instrument to know the students' basic skill in writing before action is given.

5) Preparing observation text.

6) The modal of procedural of writing strategy through Directed Activities Related to Texts(DARTs) technique.

b. Action

In action, all point that planned was implemented. The teacher though by applying Directed Activities Related to Texts(DARTs) technique. All activities follow a regular cycle that involved reconstruction activities and analysis activity.

Table Classroom Activities

Teachers' activity	Students' activity
<p>1. Analysis Activity</p> <p>a. Marking Text</p> <ol style="list-style-type: none"> 1. Gave the students an unmodified text and explaining that unmodified text especially about the generic structure of it. 2. Asked the students to read the text in order to comprehend and understand the unmodified text. 3. Asked the students to underline parts of the text representing certain meaning or information 4. Collected the text. 	<ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Underlined some parts of the text representing certain meaning or information.

<p>b. Summarizing Text</p> <ol style="list-style-type: none"> 1. Asked the students to summarizing the text. <p>c. Question Text</p> <ol style="list-style-type: none"> 1. Gave the students some questions based on the text. <p>2. Reconstruction Activity</p> <p>a. Completing Text</p> <ol style="list-style-type: none"> 1. Divided the students into groups 2. Gave the students an unmodified text and explaining the generic structure of it. 3. Asked the students to comprehend and understand the unmodified text. 4. Collected the unmodified text. 5. Gave the modified text 1 that missed in words, phrases, sentences 6. Asking the students to complete the deleted words, phrases, sentences. 7. Collecting the text <p>b. Sequencing Text</p>	<ol style="list-style-type: none"> 1. Summarized the text. <ol style="list-style-type: none"> 1. Answered the question. <ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding the unmodified text. 3. Completed the modified text 1,2 and 3 that missed in the words, phrases and sentences.
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<ol style="list-style-type: none"> 1. Gave the students the modified text that some sentences are jumbled in arrangement 2. Gave a clear instruction to do the task and asks the student to sequence the sentences into a good text. 3. Gave time for students to finish the task and collect the task when the time is over. <p>c. Predicting Text</p> <ol style="list-style-type: none"> 1. Gave a modified text that missed in the end of the text as a conclusion. 2. Gave a clear instruction about the task. 3. Asked the students to predict the conclusion of the text. 	<ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Sequenced the modified text that jumbled in sentences into a good text. <ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Predicted the conclusion of the modified text.
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For the next meeting was done with same steps in the first meeting but used different text.

c. Observation

The situation during teaching learning process was observed by the teacher and collaborator by using diary notes and observation sheet.

Every attitude of the students of the students was observed whether they are active or not, their response and their interaction. And the content of the classroom situation (the classroom layout and teachings' media usage)

d. Reflection

Reflection was a feedback process from the action. It was very necessary to help the teacher in make the decision for what to do or to revise. The results of the writing test from the first cycle was evaluated and discussed by the teacher and collaborator. The result was used to see the improvement of the students' achievement in writing. If the result did not reach the goal determined, the second cycle would be done.

2. Cycle II

In the first cycle, there were found some aspects that should be improved after reflection of the first cycle have been done. Based on the analysis, the researcher decides the better way to make the approach more effective in the learning process. Besides, the teacher asks the students opinion about the learning process and the approach that have been used in the first cycle. Then, in the second cycle, the researcher revise the plans appropriate to students; needs, did it in action, observed its process and reflect its results as a consideration for the next cycle.

a. Planning

After analyzing all observation sheet, students' test and diary notes of the first cycle, it can be concluded that the second cycle would be applied in order to improve students' achievement. The researcher made some revised plans according to students' needs, such as:

1. Preparing and designing the task that would be used during this cycle and evaluation for each meeting.
2. Preparing observation sheet and diary notes that would be used to know students' reflection and class condition as a whole.
3. Preparing media that would be needed when doing the teaching learning process.
4. Having seen that in the first cycle many students were not able to do the task, the teacher will help the students by asking everything they did not understand yet about the task.
5. Giving students chance to ask the teacher about instruction or task that they do not understand.
6. Redesigning a procedure of teaching writing learning process.

b. Action

In action, all point that planned was implemented. The teacher though by applying Directed Activities Related to Texts(DARTs) technique. All activities follow a regular cycle that involved reconstruction activities and analysis activity.

Table Classroom Activities

Teachers' activity	Students' activity
<p>1. Analysis Activity</p> <p>a. Marking Text</p> <ol style="list-style-type: none"> 1. Gave the students an unmodified text and explaining that unmodified text especially about the generic structure of it. 2. Asked the students to read the text in order to comprehend and understand the unmodified text. 3. Asked the students to underline parts of the text representeting certain meaning or information 4. Collected the text. <p>b. Summarizing Text</p> <ol style="list-style-type: none"> 1. Asked the students to summarizing the text. <p>c. Question Text</p> <ol style="list-style-type: none"> 1. Gave the students some questions based on the text. <p>2. Reconstruction Activity</p> <p>a. Completing Text</p>	<ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Underlined some parts of the text representeting certain meaning or information. <ol style="list-style-type: none"> 1. Summarized the text. <ol style="list-style-type: none"> 1. Answered the question.

<ol style="list-style-type: none"> 1. Divided the students into groups 2. Gave the students an unmodified text and explaining the generic structure of it. 3. Asked the students to comprehend and understand the unmodified text. 4. Collected the unmodified text. 5. Gave the modified text 1 that missed in words, phrases, sentences 6. Asking the students to complete the deleted words, phrases, sentences. 7. Collecting the text <p>b. Sequencing Text</p> <ol style="list-style-type: none"> 1. Gave the students the modified text that some sentences are jumbled in arrangement 2. Gave a clear instruction to do the task and asks the student to sequence the sentences into a good text. 3. Gave time for students to finish the 	<ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding the unmodified text. 3. Completed the modified text 1,2 and 3 that missed in the words, phrases and sentences. <ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Sequenced the modified text that jumbled in sentences into a good text.
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task and collect the task when the time is over.	
<p>c. Predicting Text</p> <ol style="list-style-type: none"> 1. Gave a modified text that missed in the end of the text as a conclusion. 2. Gave a clear instruction about the task. 3. Asked the students to predict the conclusion of the text. 	<ol style="list-style-type: none"> 1. Listened to the teachers' explanation seriously. 2. Comprehended and understanding an unmodified text. 3. Predicted the conclusion of the modified text.

c. Observation

The situation during teaching learning process was observed by the teacher and collaborator by using diary notes and observation sheet. Every attitude of the students of the students was observed whether they are active or not, their response and their interaction. And the content of the classroom situation (the classroom layout and teachings' media usage)

d. Reflection

Analyzing the data from observation checklist and result of the test to find out the improvement of students' ability in writing report texts after using Directed Activities Related to Texts(DARTs) technique.

E. Technique of Data Analysis

The data in this research was collected by using qualitative and quantitative data. Wallace states that the qualitative data is used to describe data which are not amenable to being counted or measured in an object way. The quantitative data in this study was used observation sheet, diary notes, documentation. The quantitative data will be analyzed from the score of the students that they get from the writing test.

According to Wallace the quantitative data is broadly needed to describe what can be measured or counted and therefore be considered objective. Quantitative data was used to analyze the score of the students to know the improvement of the student's achievement in writing process in each cycle.

In finding the mean of the students score, this following formula was used by the writer:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = the mean of students

$\sum x$ = the total score

N = the numbers of students

Further, in categorizing the member of master students, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students who got 75

R = the students who got 75 to up

T= the total numbers of students

CHAPTER IV

DATA ANALAYSIS AND RESEARCH FINDING

4.1. Data Analysis

Data Analysis is a method or a way to process a data into information so that the data becomes easy to understand and also useful to find solutions to problems about a research. Therefore, the researchers present data analysis to make it easier for readers to understand this research.

4.1.1.Data Description

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in writing test. The qualitative data were obtained from diary notes, observation sheets, and documentation. The data were taken from a class which consists of 30 students. The class named XI. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation and reflection). Each cycle was conducted for two meetings. So, there were four meetings for this research.

4.1.2. The Quantitative Data

The quantitative data were taken from the test result which carried out in four meetings which was conducted by applying for steps action research. In the first meeting of cycle I, the students were given an assessment and revise in cycle II. In the secound meeting of every cycle the students' were thought by Direct Activities Related to Texts (DARTs) technique and giving assessment.

The result of the students' score in every assessment in each meeting can be seen as follows:

Table 4.1.2.1 The Students' Score in Pre-test

No	Initial Name	PRE-TEST IN CYCLE I	
		Score	Note
1	AK	45	Unsuccessful
2	AS	45	Unsuccessful
3	AP	43	Unsuccessful
4	BP	43	Unsuccessful
5	DRA	42	Unsuccessful
6	DU	45	Unsuccessful
7	ESP	45	Unsuccessful
8	FMA	45	Unsuccessful
9	I	43	Unsuccessful
10	MBT	51	Unsuccessful
11	MII	36	Unsuccessful
12	MTN	51	Unsuccessful
13	NMRS	75	Successful
14	N	51	Unsuccessful
15	NF	51	Unsuccessful
16	NH	67	Unsuccessful
17	NHFL	43	Unsuccessful
18	PH	43	Unsuccessful
19	RS	51	Unsuccessful
20	RNS	45	Unsuccessful
21	RNS	43	Unsuccessful

22	RP	43	Unsuccessful
23	RA	45	Unsuccessful
24	RA	75	Successful
25	S	51	Unsuccessful
26	SK	45	Unsuccessful
27	SR	45	Unsuccessful
28	SR	51	Unsuccessful
29	W	51	Unsuccessful
30	M	67	Unsuccessful
TOTAL (Σx)		1476	
MEAN (\bar{X})		49,2	

From the table of pre-test, the total score of the students was 1476 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{1476}{30}$$

$$= 49,2$$

From the annalaysis above, the students' achievement in report text writing was still low. The mean of the students was 61,37. The number of students who were competent in report text writing test was by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{2}{30} \times 100\% = 6,67\%$$

$$P2 = \frac{28}{30} \times 100\% = 93,33\%$$

Table 4.1.2.2 The Percentage of The Students' Score in Pre-test

	Criteria	Total Students	Percentage
P1	Successful	2	6,67 %
P2	Unsuccessful	28	93.33 %
Total		30	100 %

From the table analysis, the students' achievement in report text writing was still low. It can be seen from the mean of students' was 49.2. The percentage of students' score was 2 students got successful score or it was only 6.67%. On the other hand, 28 students got unsuccessful score or it was 93.33%. It can be classified the students' achievement in report text writing was still low when doing action research in pre-test. So, post-test I continued in the first cycle.

In the post-test I the data analysis can be followed below:

Table 4.1.2.3 The students' Score in Post-test I of The First Cycle

No	Initial Name	POST-TEST I IN CYCLE I	
		Post Test I	Note
1	AK	77	Successful
2	AS	56	Unsuccessful
3	AP	64	Unsuccessful
4	BP	56	Unsuccessful
5	DRA	63	Unsuccessful

6	DU	63	Unsuccessful
7	ESP	65	Unsuccessful
8	FMA	65	Unsuccessful
9	I	67	Unsuccessful
10	MBT	78	Successful
11	MII	51	Unsuccessful
12	MTN	75	Successful
13	NMRS	80	Successful
14	N	62	Unsuccessful
15	NF	75	Successful
16	NH	75	Successful
17	NHFL	76	Successful
18	PH	58	Unsuccessful
19	RS	67	Unsuccessful
20	RNS	67	Unsuccessful
21	RNS	75	Successful
22	RP	58	Unsuccessful
23	RA	76	Successful
24	RA	80	Successful
25	S	66	Unsuccessful
26	SK	67	Unsuccessfull

27	SR	67	Unsuccessful
28	SR	67	Unsuccessful
29	W	64	Unsuccessful
30	M	77	Successful
TOTAL (Σx)		2037	
MEAN (\bar{X})		67,9	

In the post-test I, the total score of the student was 2037 and the number of students who took the test was 30, so the mean of the students was:

$$\bar{x} = \frac{\sum X}{N}$$

$$\bar{x} = \frac{2037}{30}$$

$$= 67,9$$

From the analysis above, the mean of the students was 67.9. The number of students who were competent in report text writing test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{11}{30} \times 100\% = 36,67\%$$

$$P2 = \frac{19}{30} \times 100\% = 63,33\%$$

Table 4.1.2.4 The Percentage of the Students' Score in Post-test I of The First Cycle

	Criteria	Total Students	Percentage
P1	Successful	11	36,67 %
P2	Unsuccessful	19	63.33 %
Total		30	100 %

From the table analysis, the mean of the students was 67.9. The percentage of students' score was 11 students got successful score or it was 36.67%. On the other hand, 19 students got unsuccessful score or it was 63.33%. It can be concluded that the students' achievement in report text writing showed improvement but still low when doing action research in post-test I. So, post-test II continued in the second cycle.

Here, the data analysis of post-test II in the second cycle as follow:

Table 4.1.2.5 The Students' Score in Post-test II of The Second Cycle

No	Initial Name	POST-TEST II IN CYCLE II	
		Post Test II	Note
1	AK	80	Successful
2	AS	72	Unsuccessful
3	AP	77	Successful
4	BP	67	Unsuccessful
5	DRA	75	Successful
6	DU	75	Successful

7	ESP	76	Successful
8	FMA	77	Successful
9	I	73	Unsuccessful
10	MBT	85	Successful
11	MII	68	Unsuccessful
12	MTN	78	Successful
13	NMRS	90	Successful
14	N	76	Successful
15	NF	76	Successful
16	NH	85	Successful
17	NHFL	80	Successful
18	PH	75	Successful
19	RS	75	Successful
20	RNS	76	Successful
21	RNS	78	Successful
22	RP	77	Successful
23	RA	80	Successful
24	RA	90	Successful
25	S	76	Successful
26	SK	75	Successful
27	SR	80	Successful

28	SR	78	Successful
29	W	77	Successful
30	M	80	Successful
TOTAL (Σx)		2327	
MEAN (\bar{X})		77,57	

In the post-test II, the total score of the students was 2327 and the number of students who took the test was 26. So, the mean of the students was:

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{2327}{30}$$

$$= 77,57$$

From the analysis above, the students' achievement in report text writing were improved. It can be seen from the mean of the students was 77.57. The number of students who were competent in reading comprehension test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{26}{30} \times 100\% = 86,67\%$$

$$P2 = \frac{4}{30} \times 100\% = 13,33\%$$

Table 4.1.2.6 The Percentage of the Students' Score in Post-test II of The Second Cycle

	Criteria	Total Students	Percentage
P1	Successful	26	86,67 %
P2	Unsuccessful	4	13,33 %
Total		30	100 %

From the table analysis, the students' achievement in report text writing was improved. It can be seen from the mean of the students was 77.57. The percentage of the students' score was 26 students got successful score or it was 86.67%. In the other hand, just 4 students got unsuccessful score or it was 13.33%. It can be concluded that the students' ability in reading comprehension was improved. So, post-test II of the second cycle was categorized successful.

Table 4.1.2.7 Data Analysis of The Students' Score in Pre-Test, Post-TestI of The First Cycle, and Post-Test II of The Second Cycle

No	Initial Name	Pre-Test	Note	Post Test I	Note	Post Test II	Note
1	AK	45	Unsuccessful	77	Successful	80	Successful
2	AS	45	Unsuccessful	56	Unsuccessful	72	Successful
3	AP	43	Unsuccessful	64	Unsuccessful	77	Successful
4	BP	43	Unsuccessful	56	Unsuccessful	67	Unsuccessful
5	DRA	42	Unsuccessful	63	Unsuccessful	75	Successful
6	DU	45	Unsuccessful	63	Unsuccessful	75	Successful
7	ESP	45	Unsuccessful	65	Unsuccessful	76	Successful

8	FMA	45	Unsuccessful	65	Unsuccessful	77	Successful
9	I	43	Unsuccessful	67	Unsuccessful	73	Unsuccessful
10	MBT	51	Unsuccessful	78	Successful	85	Successful
11	MII	36	Unsuccessful	51	Unsuccessful	68	Unsuccessful
12	MTN	51	Unsuccessful	75	Successful	78	Successful
13	NMRS	75	Successful	80	Successful	90	Successful
14	N	51	Unsuccessful	62	Unsuccessful	76	Successful
15	NF	51	Unsuccessful	75	Successful	76	Successful
16	NH	67	Unsuccessful	75	Successful	85	Successful
17	NHFL	43	Unsuccessful	76	Successful	80	Successful
18	PH	43	Unsuccessful	58	Unsuccessful	75	Successful
19	RS	51	Unsuccessful	67	Unsuccessful	75	Successful
20	RNS	45	Unsuccessful	67	Unsuccessful	76	Successful
21	RNS	43	Unsuccessful	75	Successful	78	Successful
22	RP	43	Unsuccessful	58	Unsuccessful	77	Successful
23	RA	45	Unsuccessful	76	Successful	80	Successful
24	RA	75	Successful	80	Successful	90	Successful
25	S	51	Unsuccessful	66	Unsuccessful	76	Successful
26	SK	45	Unsuccessful	67	Unsuccessful	75	Successful
27	SR	45	Unsuccessful	67	Unsuccessful	80	Successful
28	SR	51	Unsuccessful	67	Unsuccessful	78	Successful
29	W	51	Unsuccessful	64	Unsuccessful	77	Successful
30	M	67	Unsuccessful	77	Successful	80	Successful
TOTAL($\sum x$)		1476		2037		2327	
MEAN (\bar{X})		49,2		67,9		77,57	

From the result of analysis showed that there was a development on the students' achievement in report text writing. There are 2 students get 90 score,

2 students get 85 score, 5 students get 80 score, 3 students get 78 score, 4 students get 77 score, 5 students get 76 score, 5 students get 75 score, 1 student get 73 score, 1 student get 72 score, 1 student get 68 score, and 1 student get 67 score the lowest score in cycle II. It is showed from the mean of pre-test was 49.2, the mean of post-test I in the first cycle was 67.9, and the mean of post-test II in the second cycle was 77.57.

Table 4.1.2.8 The Percentage of Srtudents' Achievement in Report Text Writing by Using Direct Activities Related to Texts (DARTs) Technique in The First and The Second Cycle

MEETING			THE STUDENTS WHO GOT UP TO 75	PERCENTAGE
Cycle I	1	Pre-test	2	6,67 %
	2	Post-tes	11	36,67 %
Cycle II	3	Post-test	26	86,67 %

Based on the table above, the result analysis showed that there was a development on the students' achievement in report text writing. It is showed from the mean of pre-test was 49.2, the mean of post-test I in the first cycle was 67.9, and the mean of post-test II in the second cycle was 77.57. The percentage of the students' score in pre-test who got point up to 75 there were only 2 of 30 students (6.67%), and the percentage of the students' score in post-test I in the first cycle who got point up to 75 there were only 11 of 30 students (36.67%). It means that there was improvement about 30%. Then, the

percentage of the students' score in the post-test of the second cycle who got point up to 75 there were 26 of 30 students (86.67%). It means that the improvement was about 50%.

From the data, it indicate that using Direct Activities Related to Texts (DARTs) Technique in Report text writing was effective, and the data above can be conclude that the students' achievement have been improved by using Direct Activities Related to Texts (DARTs) Technique.

2. The Qualitative Data

The qualitative data found from the four sources, namely from Diary Notes, Observation Sheet, Questionnaire Sheet and Documentation.

a. Diary Note

Diary notes were used to write down situation when teaching learning process was done. The diary note were useful for knowing all the students' activities, students' difficulties and students' interested during teaching and learning process.

b. Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in Report Text writing. But after though by Direct Activities Related to Texts (DARTs) technique, most of them realize that writing is very important skill and enjoyable activity. In the second cycle, they were more active and serious in Report Text writing and students had good intrest in learning Report Text writing.

c. Questionnaire Sheet

From the questionnaire sheet the students like DARTs Technique in Report Text writing and students enjoy in learned Report Text writing.

d. Documentation

From the some documentation, it was found that students were active and enthusiastic during learning process after using Direct Activities Related to Texts (DARTs) technique.

The data was conducted in two cycle and each cycle consisted of two meetings by researcher.

1. First Cycle

Planning

Planning is an essential in the development of any strategy. In a sense it is the strategy, because a strategy is a plan. It is by far the major part of the preparation step in the common pattern of teaching. So, I prepared everything related to the teaching learning process. In this phase, there would be some activities done by me, they are : arranged lesson plan, prepared the teaching media needed in this action, prepared the test to measure the result of the study, prepared the result of data sheet, prepared observation sheet, questionnaire sheet and diary notes. Determined the collaborator who would help me in conducting this research.

Action

Research explained the students about the intention of doing the research, gave the students a brief explanation of what report text is. 30 minutes before the end the lesson, researcher asks to do the Pre Test individually.

Observation

In this observation the researcher recorded every action, comment, and certain behavior of students. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations; they were, photos and diary notes.

There were many things that has were observed as follows:

- a. Observers observed the students' activities and participation during the teaching learning process.
- b. Observers took notes on students' participation in the activity and on language using during the learning process.
- c. Many students were still confused what is the best way to write report text.
- d. Many students were not active in doing task and some students were serious in the class but there weresome students still a little noise.

Reflection

The researcher evaluated the teaching learning process learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problem in understanding the

lesson. The evaluations of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the improvement score of the students. The evaluation could be from the students' result test and observation of the students' attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

2. Secound Cycle

The first cycle was started at the first meeting and secound meeting. In the secound cycle, the researcher was expected that the result from the students was better than the first cycle. The secound cycle was done by the researcher in order to get the better improvement of the stuedents. In doing the secound cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle, researcher conducted to the secound cycle with the same steps as follows:

Planning

Based on the reflection in the first cycle, the researcher rearrange the plan tend to the students' needs. Many activities that were done in this phase, they are:

- a. Preparing and designed the lesson plan.
- b. Preparing the text that were used during the cycle and evaluation.
- c. Preparing the obseervation sheet, questionnaire and diary note in order to know the improvement that were exist during using

Direct Activities Related to Texts (DARTs) technique and also to see the students reaction and the condition as a whole.

- d. Preparing media that was needed when doing the teaching learning.
- e. Giving the motivation to the students.
- f. Making an evaluation and improvement toward the students' problem.
- g. Giving more explanation about Direct Activities Related to Texts (DARTs) technique and make sure all students understand.

Action

After conducting this cycle, it was expected that the result was better than the first cycle. The researcher was tried to the best in the teaching the students and was motivated them to improve their ability in report text writing by using Direct Activities Related to Texts (DARTs) technique.

The action were:

- a. the teacher reviewed students' achievement in first cycle and gave some comment on students' opinion and motivated in order to do the best in the second cycle.
- b. The teacher explained the definition of writing and report text.
- c. The teacher gave chance for the students to ask about the procedure report text writing if they did not understand yet.

Observation

The observation was done for the second cycle. The students' activity during teaching and learning process had been observed.

- a. Where of the students were not confused about using Direct Activities Related to Texts (DARTs) technique in report text writing.
- b. Many students were active in doing the task; even some of them still made noise when teaching learning process.
- c. The students tried to write their opinion confidently.

Relection

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

- a. The researcher could be improved on the students' achievement at report text writing by using Direct Activities Related to Texts (DARTs) technique. It was based on the observation sheet and questionnaire sheet that showed to improve and improved every meeting. Every students written enthusiastic; many students had braveness to asking what they didn't know and gave their opinion.
- b. Students' score had improvement too. It was based on the percentage of the students' score, at Pre Test there were 6,67%, there were 36,67%, at the Post Test I and there was 86,67% at

the Post Test II. The total improvement of the students' score from the Pre Test until the Post Test II was 80%.

4.2. Research Finding

The result was indicated that there was an improvement on the students' achievement in report text writing by using Direct Activities Related to Texts (DARTs) technique. It could be seen by the fact of the mean of the students' score in each meeting increased. The mean of the Pre Test was 49,2. It was very low because the students were still confused about the text and still many difficulties in report text writing. The Mean of Cycle I was 67,9, and the Mean of Cycle II was 77,57. From the data could be seen that the students' score and the mean in the second cycle were better than the first cycle.

The percentage of the students who got point up 75 grew up also. In the Pre Test, students who got up 75 there were only 2 of 30 students (6,67%). In the Post Test of first cycle, students who got 75 there were 11 of 30 students (36,67%). It means that was improved about 30%, and in the Cycle II of second cycle, students who got up 75 were 26 of 30 students (86,67%). The improvement was about 50%. In other words that the students was become better from the first meeting to the next meeting while teaching learning process by using Direct Activities Related to Texts (DARTs) technique in report text writing in the class.

Then, based on the qualitative data; observation sheet, questionnaire sheet, dairy notes and documentation sheet the researcher also analyzed the data to support the research finding. All of the qualitative data was indicated

that the the students given their good attitude, response and enthusiastic during teaching learning process.

Last, from the final result of quantitative data, it was indicated that action and using Direct Activities Related to Texts (DARTs) technique was kept improving the students' achievement in report text writing.

4.2.1 Discussion

Using a technique can influence the result of teaching. There are a lot of technique can be applied in the classroom. When a teacher teaching in front of the class, that teacher should be to choose the good technique that can make their students understand the lesson and enjoy their study.

As the technique of teaching learning English, especially writing, Direct Activities Related to Texts (DARTs) technique can be used in motivating the students to convey their ideas by writing, picture can be used in motivating the studens to convey their ideas by using and picture can attract students attention in talking and writing about what they have study from the texts.

From the statistic data, the students, achievement in report text writing by using Direct Activities Related to Texts (DARTs) technique in Post Test II shows the highest score was 90 and the Mean was 77,57 , and if without Direct Activities Related to Texts (DARTs) technique the highest score was 75 and the Mean 49,2. It means the students' score was increased.

The fact said that the students more interested in learning report text writing by using Direct Activities Related to Texts (DARTs) technique. They were enjoy and still serious to study about report text. Based on the reaserch in MAS PAB 1 SAMPALI, Medan at eleventh grade, the researcher found that

Direct Activities Related to Texts (DARTs) technique is a good technique to improve students' achievement in report text writing, because technique made the students enjoy, fun and easy to write report text as a material in class. The students also more braveness and had selft confidence and know what they will write. Based on the result, there was an improvement on the students' achievement in report text writing by using Direct Activities Related to Texts (DARTs) technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Concutions

Based on the result of the researcher, it could be concluded that:

1. After analyzing the data, it was found out that the students' achievement in report text writing got improvement by using Direct Activities Related to Texts (DARTs) technique. It was seen from the mean of the students who got score in test I in first cycle were 67,9 and the mean of the test II in second cycle were 77,57 and also score improvement percentage of the students who got score up to 75 test I in first cycle were 11 of 30 students (36,67 %) and test II in second cycle were 26 of 30 students (86,67%).
2. From the qualitative data; diary notes, observation sheet, questionnaire sheet and documentation showed that using Direct Activities Related to Texts (DARTs) technique was effective to make students active in report text writing.

5.2 Suggestions

There are some suggestions offered to improve a better skill achievement in study English based on the finding research in this research, namely:

1. To the principal of MAS PAB 1 SAMPALI, Medan to motivate English teacher who wants to teach about writing by using Direct Activities Related to Texts (DARTs) technique to improve the students' achievement in report text writing.

2. To English teacher should use Direct Activities Related to Texts (DARTs) technique in writing class to make students enjoy, fun situation and enthusiastic the students to study about writing in class.
3. The reader or the other researcher who interested in further study related to this research.

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APPENDIX I

LESSON PLAN (CYCLE I)

School : MAS PAB 1 SAMPALI

Subject : English

Class/Semester : XI IPA 2/ II

Meeting : 1st and 2nd

Skills : Writing

Time Allocation : 2 x 45 minutes

A. Standard Competence : Understanding meaning of short essay inform of report related to the environment.

B. Basic Competence : Respond meaning and generic structure in form of short essay in form report accuratly related to the closest environment.

C. Indicators : 1. Identify the meaning of report text
2. Identify the generic structers of report text
3. Identify the language features of report text

D. Objectives : Students are able to writing report

E. Material : Report text

TSUNAMI IN JAPAN

On March 11, 2011, a magnitude-9 earthquake shook northeastern Japan, unleashing a savage tsunami. The earthquake was centered on the seafloor 45 miles (72 kilometers) east of Tohoku, at a depth of 15 miles (24 km) below the surface. The shaking lasted about six minutes.

Residents of Tokyo received a minute of warning before the strong shaking hit the city, thanks to Japan's earthquake early warning system. The country's stringent seismic building codes and early warning system prevented many deaths from the earthquake, by stopping high-speed trains and factory assembly lines. People in Japan also received texted alerts of the earthquake and tsunami warnings on their cellphones.

Less than an hour after the earthquake, the first of many tsunami waves hit Japan's coastline. The tsunami waves reached run-up heights (how far the wave surges inland above sea level) of up to 128 feet (39 meters) at Miyako city and traveled inland as far as 6 miles (10 km) in Sendai. The tsunami flooded an estimated area of approximately 217 square miles (561 square kilometers) in Japan.

The tsunami caused a cooling system failure at the Fukushima Daiichi Nuclear Power Plant, which resulted in a level-7 nuclear meltdown and release of radioactive materials. The electrical power and backup generators were overwhelmed by the tsunami, and the plant lost its cooling capabilities. In July 2013, TEPCO, the Tokyo Electric Power Company, admitted that about 300 tons of radioactive water continues to leak from the plant every day into the Pacific Ocean.

Report

Social Function:

To describe the way things are, with reference to a range of nature, man-made and social phenomena in our environment

Generic Structure of Report:

1. General Classification : stating classification of general aspect of thing ; animal, public place, plant, etc which will be discussed in general
2. Description : Describing the thing which will be discussed in detail ; part per part, customs or deed for living creature and usage for materials

Language Feature of Report:

Introducing group or general aspect

Using conditional logical connection ; when, so, etc

Using simple present tense

F. Learning Method/Technique

- DARTs (Direct Activities Related to Texts)

G. Learning Strategy

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> Bertanya jawab tentang isi dalam teks yang sudah dibaca, ditonton, dan/atau didengar. Membahas informasi yang terkandung dalam teks Membahas unsur dan langkah retorika dalam teks report. Membahas ciri-ciri leksikogramatika. Membacakan teks kepada kelompok atau kelas (monolog). Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.1. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. Bertanya jawab tentang isi teks yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya Membahas nilai-nilai yang terkandung dalam teks Membahas unsur dan langkah retorika dalam teks report. Membahas ciri-ciri 	<ul style="list-style-type: none"> Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan struktur yang diberikan guru. Siswa mengumpulkan setiap hasil kerja dalam porofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

	leksikogramatika. <ul style="list-style-type: none"> • Membacakan cerita kepada kelompok (monolog). • Menceritakan kembali cerita kepada kelompok (monolog). 	
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H. Teaching Learning Process

a) Opening

- The teacher explains the goal of the lesson and introduction the topic.
- Teacher divides the students into group

b) Main Activity

✓ Eksplorasi

- The teacher gives the students an unmodified text about report text.
- The teacher explains the generic structure of an unmodified text clearly.
- Teacher asks the students to comprehend and understand the unmodified text.

✓ Elaborasi

- The teacher asks the students to mark some word in the text.
- The teacher gives some question based on the text.
- The teacher collects an unmodified text.
- The teacher gives the studenta the same text that modified by the teacher (missing in words, phrases or sentences) (text I)

- The teacher asks the students to complete the missing word in their group.
- The teacher collect the modified text.
- Then, the teacher gives the same text but modified in the arranged of the sentences. (text II)
- The teacher asks the students to sequence the sentences into a good paragraph.
- Next, the teacher collects the modified text.
- The teacher gives the students the modified text (text III) that missing in the conclusion, then asks the students to predict the conclusion of the text.
- The teacher gives the students an unmodified text. Then, collects the text

✓ Konfirmasi

- After all the activities done, the teacher asks the students to write down their own report text.

c) Closing

- The teacher collects the student's assignment
- The teacher gives a reward to the group / students that active in teaching learning process.
- The teacher concludes the material.

I. Sourced / Media: English Book, report text, handout, dictionary.

J. Evaluation: Write a report text with your own words!

Rubrik penilaian

1. Content : The ability to think creatively and to develop though including all of the relevant to assigned topics

Level	Criteria
27-30	EXCELENT TO VERY GOOD: knowledge, substantive, through development of thesis, relevant to assign topic.
22-26	GOOD TO AVERAGE: some knowledge of subject- adequate range, limited development of thesis, most relevant to topic, but lacks detail
17-21	FAIR TO POOR: limited knowledge of subject, little substance, inadequate develovepment of topic
13-16	VERY POOR: does not show knowledge of subject, non- substantive, not enough to evaluate.

2. Organization : The ability to write the word correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

Level	Criteria
18-20	EXCELENT TO VERY GOOD: fluent expression, ideas clealy stated / supported, succinct, well organized, logical sequencing, cohesive.
14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized that but main idea stand out, limited supports, logiacal but incomplete sequencing
10-13	FAIR TO POOR: non fluent, ideas confused or disconnected, lacks logical sequencing and development

7-9	VERY POOR: does not communicate, no organization or not enough to evaluate.
-----	---

3. Vocabulary: The ability to write the word effectively and to appropriate register.

Level	Criteria
18-20	EXCELENT TO VERY GOOD: sophisticated range, effective / idioms, choice and usage, word form mastery and appropriate register.
14-17	GOOD TO AVERAGE: adequate range, occasional errors of words / idiom forms, choice, usage but meaning not obscured.
10-13	FAIR TO POOR: limited range, frequent errors of idiom/word, choice and usage, meaning confused or obscured.
7-9	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form or not enough to be evaluate.

4. Language use: the ability to write correct and appropriate sentence.

Level	Criteria
22-25	EXCELENT TO VERY GOOD: effective, complex construction, few errors of arrangement, pronouns, prepositions.
18-21	GOOD TO AVERAGE: effective but simple construction, several errors of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.

11-17	FAIR TO POOR: major problem in simple / complex construction, frequent errors of negation, agreement, tense, number, word order / functions, articles, pronouns, preposition and / fragments, run-ons, deletion, meaning confused or obscured.
5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.

5. Mechanical skill: The ability to use correctly those conventions peculiar to write language, e.g.; punctuation, spelling.

Level	Criteria
5	EXCELENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not absured.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused not obscured
2	VERY POOR: no mastery of convention, Dominated by errors of spelling, punctuation, capitalizaton, paragraphing, and hand writing is illegible or not enough to be evaluated.

Medan, April 2017

Arranged by:

Known by:

The Researcher

English Teacher

Safitri Amelga

Mhd. Joko Mulyo S.P.d

Approved by:

The Headmaster of MAS PAB 1 SAMPLI

Dra. Hj, Sainah

APPENDIX II

LESSON PLAN (CYCLE II)

School : MAS PAB 1 SAMPALI

Subject : English

Class/Semester : XI IPA 2/ II

Meeting : 3th and 4th

Skills : Writing

Time Allocation : 2 x 45 minutes

J. Standard Competence : Understanding meaning of short essay inform of report related to the environment.

K. Basic Competence : Respond meaning and generic structure in form of short essay in form report accurately related to the closest environment.

L. Indicators : 1. Identify the meaning of report text
2. Identify the generic structures of report text
3. Identify the language features of report text

M. Objectives : Students are able to writing report

N. Material : Report text

EARTHQUAKES

It is estimated that there are 500,000 detectable earthquakes in the world each year. 100,000 of those can be felt, and 100 of them cause damage. The largest recorded earthquake in the world was a magnitude 9.5 (Mw) in Chile on May 22, 1960. The world's deadliest recorded earthquake occurred in 1556 in central China. It struck a region where most people lived in caves carved from soft rock. These dwellings collapsed during the earthquake, killing an estimated 830,000 people. In 1976 another deadly earthquake struck in Tangshan, China, where more than 250,000 people were killed.

Before electronics allowed recordings of large earthquakes, scientists built large spring-pendulum seismometers in an attempt to record the long-period motion produced by such quakes. The largest one weighed about 15 tons. There is a medium-sized one three stories high in Mexico City that is still in operation. The first "pendulum seismoscope" to measure the shaking of the ground during an earthquake was developed in 1751, and it wasn't until 1855 that faults were recognized as the source of earthquakes.

Most earthquakes occur at depths of less than 80 km (50 miles) from the Earth's surface. The magnitude of an earthquake is a measured value of the earthquake size. The magnitude is the same no matter where you are, or how strong or weak the shaking was in various locations. The intensity of an earthquake is a measure of the shaking created by the earthquake, and this value does vary with location.

Moonquakes (“earthquakes” on the moon) do occur, but they happen less frequently and have smaller magnitudes than earthquakes on the Earth. It appears they are related to the tidal stresses associated with the varying distance between the Earth and Moon. They also occur at great depth, about halfway between the surface and the center of the moon.

Report

Social Function:

To describe the way things are, with reference to a range of nature, man-made and social phenomena in our environment

Generic Structure of Report:

3. General Classification : stating classification of general aspect of thing ;
animal, public place, plant, etc which will be discussed in general
4. Description : Describing the thing which will be discussed in detail ; part
per part, customs or deed for living creature and usage for materials

Language Feature of Report:

Introducing group or general aspect

Using conditional logical connection ; when, so, etc

Using simple present tense

O. Learning Method/Technique

- DARTs (DirectActivities Related to Texts)

P. Learning Strategy

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none">• Bertanya jawab tentang isi dalam teks yang sudah dibaca, ditonton, dan/atau didengar.• Membahas informasi yang terkandung dalam teks• Membahas unsur dan langkah retorika dalam teks report.• Membahas ciri-ciri leksikogramatika.• Membacakan teks	<ul style="list-style-type: none">• Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.1. tentang tempat, siapa saja yang datang, kesulitan yang diharapkan.• Bertanya jawab tentang isi teks yang sudah dibaca, ditonton, dan/atau	<ul style="list-style-type: none">• Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan struktur yang diberikan guru.• Siswa mengumpulkan setiap hasil kerja dalam porofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang

kepada kelompok atau kelas (monolog). • Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	didengar dengan kelompok belajarnya • Membahas nilai-nilai yang terkandung dalam teks • Membahas unsur dan langkah retorika dalam teks report. • Membahas ciri-ciri leksikogramatika. • Membacakan cerita kepada kelompok (monolog). • Menceritakan kembali cerita kepada kelompok (monolog).	dihadapi secara rutin kepada guru.
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Q. Teaching Learning Process

d) Opening

- The teacher explains the goal of the lesson and introduction the topic.
- Teacher divides the students into group

e) Main Activity

- ✓ Eksplorasi

- The teacher gives the students an unmodified text about report text.
- The teacher explains the generic structure of an unmodified text clearly.
- Teacher asks the students to comprehend and understand the unmodified text.

✓ **Elaborasi**

- The teacher asks the students to mark some word in the text.
- The teacher gives some question based on the text.
- The teacher collects an unmodified text.
- The teacher gives the studenta the same text that modified by the teacher (missing in words, phrases or sentences) (text I)
- The teacher asks the students to complete the missing word in their group.
- The teacher collect the modified text.
- Then, the teacher gives the same text but modified in the arranged of the sentences. (text II)
- The techer asks the students to sequence the sentences into a good paragraph.
- Next, the teacher collects the modified text.
- The teacher gives the students the modified text (text III) that missing in the conclusion, then asks the students to predict the conclusion of the text.

- The teacher gives the students an unmodified text. Then, collects the text

✓ **Konfirmasi**

- After all the activities done, the teacher asks the students to write down their own report text.

f) **Closing**

- The teacher collects the student's assignment
- The teacher gives a reward to the group / students that active in teaching learning process.
- The teacher concludes the material.

R. Sourced / Media: English Book, report text, handout, dictionary.

J. Evaluation : Write a report text with your own words!

Rubrik penilaian

6. **Content** : The ability to think creatively and to develop though including all of the relevant to assigned topics

Level	Criteria
27-30	EXCELENT TO VERY GOOD: knowledge, substantive, through development of thesis, relevant to assign topic.

22-26	GOOD TO AVERAGE: some knowledge of subject-adequate range, limited development of thesis, most relevant to topic, but lacks detail
17-21	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic
13-16	VERY POOR: does not show knowledge of subject, non-substantive, not enough to evaluate.

7. Organization : The ability to write the word correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

Level	Criteria
18-20	EXCELENT TO VERY GOOD: fluent expression, ideas clearly stated / supported, succinct, well organized, logical sequencing, cohesive.
14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized that but main idea stand out, limited supports, logical but incomplete sequencing
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7-9	VERY POOR: does not communicative, no organization or not enough to evaluate.

8. Vocabulary: The ability to write the word effectively and to appropriate register.

Level	Criteria
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9. Language use: the ability to write correct and appropriate sentence.

Level	Criteria
22-25	EXCELENT TO VERY GOOD: effective, complex construction, few errors of arrangement, pronouns, prepositions.
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	function, articles, pronouns, preposition but meaning seldom obscured.
11-17	FAIR TO POOR: major problem in simple / complex construction, frequent errors of negation, agreement, tense, number, word order / functions, articles, pronouns, preposition and / fragments, run-ons, deletion, meaning confused or obscured.
5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.

10. Mechanical skill: The ability to use correctly those conventions peculiar to write language, e.g.; punctuation, spelling.

Level	Criteria
5	EXCELENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused not obscured

2	VERY POOR: no mastery of convention, Dominated by errors of spelling, punctuation, capitalization, paragraphing, and hand writing is illegible or not enough to be evaluated.
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Medan, April

2017

Arranged by:

Known by:

The Researcher

English Teacher

Safitri Amelga

Mhd. Joko Mulyo S.P.d

Approved by:

The Headmaster of MAS PAB 1 SAMPLI

Dra. Hj, Sainah

APPENDIX III

Test of Pre test

Insturction:

1. Write down your name on the left or right above ofyour worksheet.
2. Write down a report about an evant you have ever seen.
3. The time is 45 minutes

APPENDIX VI

OBSERVATION SHEET FOR CYCLE I

Class : XI IPA 2 at MAS PAB 1 Sampali Medan

Collaborator : Mhd. Joko Mulyo S.P.d

Put a checklist (✓) in column 1, 2, 3 and 4 based on your observation

Note:

1= Bad

3= Good

2= Enough

4= Verry Good

FOCUS	TOPIC	1	2	3	4
THE WRITER (AS THE TEACHER)	• The teacher attracts the students' attention			✓	
	• The teacher explains teaching objectives				✓
	• The teacher mastering the material				✓
	• Teacher can manages the class well				✓
	• The teacher gives chance to the students to give some questions				✓
	• The teachear concludes the material				✓
	• The teacher uses English well			✓	
	• The teacher uses media				✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{30}{8} = 3,75 = 4 \text{ very good}$$

FOCUS	TOPIC	1	2	3	4
THE STUDENTS	<ul style="list-style-type: none"> • Students pay attention to the teachers' explanation • Students are active in class • Students learn seriously • Students give a good respond to the topic • Students interest in teaching learning process 			✓ ✓ ✓ ✓	✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{16}{5} = 3,2 = 3 \text{ good}$$

FOCUS	TOPIC	1	2	3	4
CONTEXT	<ul style="list-style-type: none"> • The classroom is save from crowded • The classroom is complete teaching aids (maker, whiteboard, duster, etc) 				✓ ✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{8}{2} = 4 \text{ very good}$$

OBSERVATION SHEET FOR CYCLE II

Class : XI IPA 2 at MAS PAB 1 Sampali Medan

Collaborator : Mhd. Joko Mulyo S.P.d

Put a checklist (✓) in column 1, 2, 3 and 4 based on your observation

Note:

1= Bad

3= Good

2= Enough

4= Verry Good

FOCUS	TOPIC	1	2	3	4
THE WRITER (AS THE TEACHER)	• The teacher attracts the students' attention			✓	
	• The teacher explains teaching objectives				✓
	• The teacher mastering the material				✓
	• Teacher can manages the class well				✓
	• The teacher gives chance to the students to give some questions				✓
	• The teachear concludes the material				✓
	• The teacher uses English well			✓	
	• The teacher uses media				✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{30}{8} = 3,75 = 4 \text{ very good}$$

FOCUS	TOPIC	1	2	3	4
THE STUDENTS	<ul style="list-style-type: none"> • Students pay attention to the teachers' explanation • Students are active in class • Students learn seriously • Students give a good respond to the topic • Students interest in teaching learning process 			✓	✓ ✓ ✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{18}{5} = 3,6 = 4 \text{ very good}$$

FOCUS	TOPIC	1	2	3	4
CONTEXT	<ul style="list-style-type: none"> • The classroom is save from crowded • The classroom is complete teaching aids (maker, whiteboard, duster, etc) 				✓ ✓

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{8}{2} = 4 \text{ very good}$$

APPENDIX VIII

QUESTIONNAIRE SHEET

Introduction :

- a) Read the following statement accurately
- b) Put a checklist (\checkmark) in the choices in every statement whether you
(3) strongly agree, (2) agree and (1) disagree
- c) Do it honestly

NO	STATEMENTS	CHOICES		
		1	2	3
1.	The use of DARTs technique helps me in writing, especially in report text.		\checkmark	
2.	The use of DARTs technique guides my ideas to construct report text easily.		\checkmark	
3.	I can produce a good report text through DARTs technique		\checkmark	
4.	I enjoy learning writing if the teacher using DARTs technique			\checkmark
5.	I'm interested DARTs technique helps me in comprehending the elements in writing report text.			\checkmark
6.	The use DARTs technique helps me in comprehending the elements in writing report text.		\checkmark	

7.	By using DARTs technique, report text writing is easy to understand.			✓
8.	The use of DARTs technique motivates me in learning writing, especially in learning report text writing.		✓	
9.	I can decrease my boredom while writing through DARTs technique		✓	
10.	The use of DARTs technique helps me in writing report text systematically			✓

APPENDIX IX

Diary Notes

First Cycle

First meeting (Wednesday, April 26th 2017)

Introducing and giving the Pre Test

The researcher entered the class for first time and prepared many for Pre Test. Then the researcher open the class. Firstly, the researcher introduced to the students and the researcher's purpose being front of them. There were some dialogue between the researcher and the students. The students received the Pre Test sheet. It was done in order to know the basic skill of the students especially in report text writing. They done Pre Test but during the test sometimes they discussed to their friend.

Second meeting (Thursday, April 27th 2017)

That day was the second meeting with the students. The researcher explained the technique and report text, why it is important and how to apply it in writing.

During the teaching and learning process, the students gave good response. The paid attention and listened to the researcher explanation. When the students asked to using the picture as media which are related with the topic, some of them are serious and some still confused.

After the researcher explained, we have discussion, some of them asked to the researcher. After finished, the researcher gave Post Test sheet to the students. But, the researcher found that there were some students still got low score. So, researcher decided to make second cycle.

Second Cycle

Third meeting (Wednesday, May 17th 2017)

This was the third meeting. In this case conducted the second cycle treatment. The researcher gave explanation how to use picture as media to improve their achievement in report text writing. They had done their test better than before, particularly, after first cycle was done.

Fourth meeting (Thursday, May 18th 2017)

This was the last meeting. The students were asked to answer the Post Test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting. It means that their achievement in report text writing had improved.

APPENDIX X

Table of Students' full name

NO	Full Name	Initial
1	Ainun Khairiyah	AK
2	Anggita Syahputri	AS
3	Ary Pratama	AP
4	Bella Pita	BP
5	Dara Rana Ariyanti	DRA
6	Dewi Utari	DU
7	Eni Suriyani Pane	ESP
8	Fauzi Muhammad Amir	FMA
9	Imawati	I
10	Maulidia	M
11	Muhammad Bawazir Tobing	MBT
12	Muhammad Ibnu Ikhsan	MII
13	Muhammad Taufik Nur	MTN
14	Nabila Miftahur Rizky S	NMRS
15	Nadilah	N
16	Nur Fadillah	NF
17	Nur Hamidah	NH
18	Nurul Hafiz Fuad Lubis	NHFL
19	Pandapotan Harahap	PH
20	Ramadan Syahrina	RS

21	Rina Nur Syafitri	RNS
22	Rini Nur Syafitri	RNS
23	Rika Pratiwi	RP
24	Rizal Azhari	RA
25	Rizky Ananda	RA
26	Selviana	S
27	Siti Khadijah	SK
28	Siti Rahmah	SR
29	Suci Rahmadhani	SR
30	Windya	W

APPENDIX XI





BIOGRAPHY

1. Personal Identity

Name : Safitri Amelga

Student Number : 34.13.3.128

Place/Date Of Birth : Labuhan Ruku, March 16th, 1995

Sex : Female

Telp/Hp : 082168043886

Address : Jl. Besar Kayuara Dsn III Desa Pahang, Kec. Talawi
Kabupaten Batu Bara

Name Of Father : Zulkarnain

Name Of Mother : Rabiatul Adawiyah

2. Education Background

- A. Primary Shool At Sdn 010145 (2001-2007)
- B. Junior High School at SMP Negeri 1 Talawi (2007-2010)
- C. Senior High School at SMA Negeri 1 Talawi (2010-2013)
- D. Student of English Education Department of Tarbiyah Faculty and Teachers Training State Islamic University of North Sumatra (2013-2017)